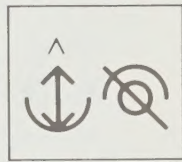
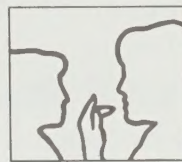


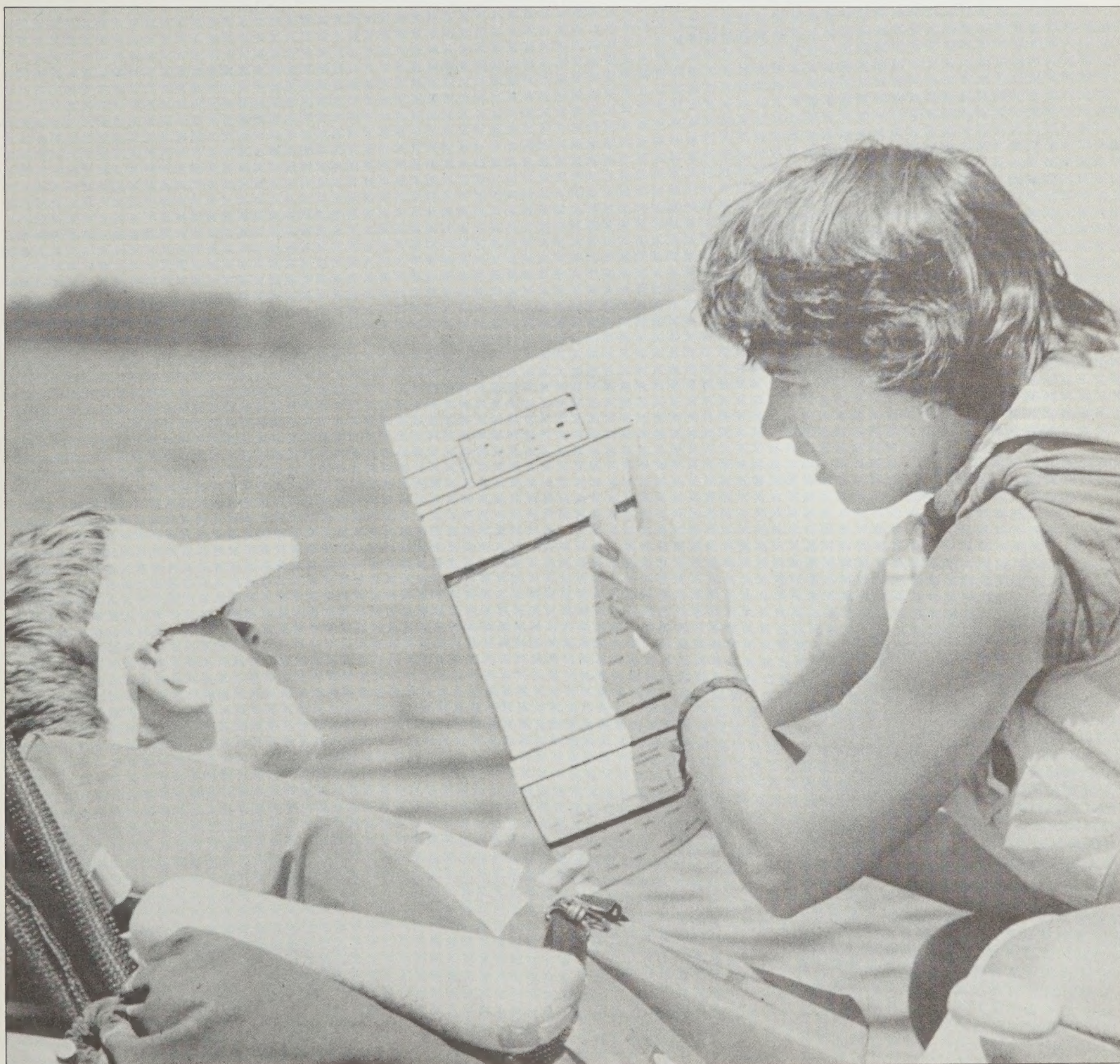
COMMUNICATING TOGETHER



A QUARTERLY MAGAZINE ABOUT AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

VOLUME 5, NUMBER 4

DECEMBER 1987



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VOL. 5, NO. 4 DECEMBER 1987

Established November 1982
Published quarterly by the Easter Seal
Communication Institute
(formerly Blissymbolics Communication
Institute).

Executive Director: Shirley McNaughton
Editor: Ann Kennedy
Subscriptions: Cindy Stall
Design: Jack Steiner
Typesetting and Printing:
The Beacon Herald, Stratford,
Ontario

Cover Picture: Communication in the
Wilderness. Andrew Murphy finds a way to
talk with a friend even while in a canoe.
Photo: courtesy Susan Fishman

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Communicating Together is published
quarterly as a means of sharing the experiences
and communication systems of nonspeaking
people with their families, communities and
the professionals who work with them.

The cover design reflects, directly and
indirectly, the many techniques that contribute
to augmentative communication: pictures,
drawings, signing, Blissymbols, words and
technology.

Back Issues: Limited number available,
\$5. Canadian funds.
Subscription Rate: \$20. per year Canadian
funds, \$15. per year U.S. funds. Subscriptions
outside North America \$25. per year Canadian
funds. ISAAC Members \$5. discount on each
of the above rates.

Direct correspondence regarding subscriptions,
back issues, contributions, sponsoring, adver-
tising, address changes and bulk mailings to:
Communicating Together
Easter Seal Communication Institute
24 Ferrand Drive
Don Mills, Ontario, Canada M3C 3N2

Communicating Together is an affiliated
publication of the International Society for
Augmentative and Alternative Communication
(ISAAC).

The Publisher

The Easter Seal Communication Institute
(ESCI) wishes to recognize and thank the
Pilot Club International, Ontario District,
for its support in sponsoring sections of
Communicating Together.

ESCI gratefully acknowledges funding by
the Kiwanis Club of Toronto to support the
typesetting font development. Blissymbols
presented herein have been electronically
typeset.

ESCI is a member of the Canadian
Rehabilitation Council for the Disabled
(CRCD) and the Canadian Periodical
Publishers Association (CPPA).

ESCI is a Registered Charity in Canada,
number 0459677-21-13.

WILDERNESS ADVENTURE

ANDREW MURPHY

Andrew Murphy was the original writer of the "Family and Community" section of Communicating Together. He moved to Clearwater, Florida two years ago, but has continued to keep in touch with his many friends in Canada. On a visit to Toronto last August, he was so enthusiastic about his camping trip with Wilderness II, that we asked him to share this experience with our readers. He wrote the following account of his unique adventure.

Unlike most kids who can't wait for school to be out, I had mixed feelings. I love going to high school and being integrated with hundreds of "normal kids" but when summer begins, I rarely see them. Last June I thought "This is going to be another boring summer". Surprise! It was the best ever! After five weeks of summer school with a terrific new teacher, a sudden trip to Montreal for immigration purposes (we are no longer "aliens", but landed immigrants in the United States), I found myself in Minneapolis, beginning a wilderness adventure.

The brochure for Wilderness Adventures arrived in the mail last winter from a good friend, Lois McLaughlin. At the time, a wilderness adventure seemed to be far beyond my capabilities. As summer approached with *nothing* on my calendar, I thought "Why not?". After several phone calls back and forth, from Clearwater to Minneapolis, we decided, or I should say, I decided (my mother had reservations) I would "go for it"! I wanted the challenge, the adventure, and I wanted something different.

As time approached for the trip, I began to get cold feet. It hit me the weekend prior to our flight to Minneapolis. As we were stuffing the knapsack, I thought, "I don't know anyone in the group; nobody knows anything about me; I've never been in the wilderness before; can I live on vegetarian food and powdered milk for eight days; can I handle sitting in a canoe five hours a day; can I survive being tipped out of a

canoe just to see if my life jacket works?" There were so many unanswered questions and fears.

My mom reassured me that if I wasn't completely comfortable after meeting the group leader and the attendant provided for me by Wilderness II, we could fly right back to Clearwater.

First Stop Minneapolis, and I Knew It Was Right

My mom and I flew to Minneapolis on the Monday and as soon as we had settled into the hotel, we received a phone call. Patti, the group leader and Susan, my attendant, were in the lobby, anxious to meet us. Within minutes of our meeting, I knew *positively* that these girls were great! We talked and talked and talked. They could both read my communication board and understand my eye-pointing. They watched how I ate; they carried me; they even dismantled my wheelchair and put it back together again. I felt so good. This was going to work!

When they left, I called my dad at work in Tampa, all he could hear was me shrieking and laughing into the phone. Everything was going to be A-OK.

Our group met at the University of Minnesota parking lot the next morning at 7 a.m. As soon as we arrived, they unpacked my bag to make sure I had brought only the bare necessities: three pairs of wool socks, three wool sweaters, wool pants, rain gear, bathing suit, sleeping bag and enough underwear to keep me happy.

After meeting everyone in the group, fourteen people in all, a quick goodbye to my mom, we loaded the van and trailer with the five canoes. The Wilderness Adventure had begun. It was a ten-hour drive from Minneapolis through the International Falls into Northwest Ontario.

Patti sat next to me in the van and Susan held my communication board. We talked and talked and they learned more about me. When we stopped for lunch, I told Susan "You feed me just like my mom".

What a treat, I knew I wouldn't have to worry about that. After lunch, Patti did the driving, Susan sat beside me and Ann (another leader) held my board. Ann and Susan talked about Ann's trip to the North Pole. She was the first woman to dogsled to the North Pole. I thought "WOW", this trip is going to be boring for Ann after what she's done. Susan then showed Ann how I communicate. Now I had three people I could talk to. I felt so good. All in one day.

After a ten hour drive, we arrived at our first destination, a provincial park in Ontario. We unloaded the van and set up camp. I asked to lie down for a while. Later Susan and Ann helped me to sit up and we talked again. They both asked me a lot of questions about myself. Susan wrote it all down and read it to the group the next night when everyone shared something about themselves. We then ate our first campfire dinner; rice and water. I couldn't stand the powdered milk. I rated the food a four on a scale of one to ten. It started to rain while we were eating, so we headed for the tent.

Wednesday morning it was still raining. I woke up tense. Susan tried to give me valium to relax, but she couldn't open my mouth. Patti came, took me out of my chair, moved my body in many different ways and kept saying to me



Andrew navigating canoe.
Photo courtesy Ann Bancroft

over and over, "I believe in Mary Worth". By then I was laughing so hard and was so relaxed, Susan could give me a valium and then breakfast — bread and peanut butter. It was too late to have French toast with the group. The rain stopped after breakfast. We packed the five canoes, put on our life jackets and sunscreen and started paddling down the river. I felt so happy because it was fun being in the canoe. Patti, Catherine (another leader) and I were together. I was in the middle with the two packs and they were at each end paddling. The group stayed quite close together on the water. We talked and laughed together as we journeyed down the river. I saw a dam ahead and I was wondering to myself, "How are we going to get through this?" Portaging! We did it several times. We paddled the canoe over to the bank, unloaded everything and backpacked 200-yards, with two people carrying me and someone else carrying my wheelchair. I thought, "This is so hard for everyone." I was making it difficult for the group. I felt I was so much trouble. When we stopped for lunch, I told Susan how I was feeling. She assured me that I was part of the group, and said, "You make people happy because of your disposition and your sense of humour."

Sitting around the campfire that night, we shared something about ourselves with the group. Susan told the group about my feelings of being a burden and making too much work for everyone. They all reassured me that I was very much part of the group and nobody minded.

Thursday I woke up knowing this was the day we were going to swamp the canoes. I was so scared! We were going to be tipped out of the canoes. Patti was in the front of our canoe holding my feet and legs so they wouldn't get caught under my seat. Ken sat in the back, rocking the canoe back and forth 'til we all went under — head-first for about five seconds. Then I popped up. I didn't even swallow any water. Next, Ken held one side of the canoe while Patti lifted me in from the other side and there I lay in the canoe filled with water. Patti and Ken then got in, and we paddled to shore. It felt *great!* I did it! The test was over.

Susan brought me to the tent and changed my clothes. I was very cold. We then went out to see the rest of the group swamping their canoes. Susan told me she also had been afraid.

After dinner the group sat around the fire, and I lay on a mat. My bottom was sore from sitting in the canoe all day. David, another leader was blowing bubbles. I watched him for a long time. He is so funny and smart, and he tells great stories.

Learning About Map Reading

Friday evening when everyone was cooking dinner, Susan asked me if I wanted to help. I did a little, but when I saw Patti and David with the map, I had an idea. I asked Susan to let me look at it. I studied the map and then asked if I could be the navigator, as I do have a good sense of direction. So it was decided I would be the navigator for the whole group.

Saturday morning Susan asked me if there was anyone else she could teach to feed me. I chose Ann. The breakfast was awful. Susan put tons of sugar on it (whatever it was) and Ann fed me.

Patti taught me how to read the map in the canoe. I learned a lot from Patti. In the afternoon I worked alone. I studied the map and told the group where to go. We found a beautiful lake, and the group told me I was a good navigator.

I asked Ann and Ken to be in my tent that night. Ken gave me a back rub. It was his idea and it felt good. He gave Ann and Susan back rubs too. We talked a lot that night. It was really fun.

Sunday morning Brother John played his guitar during breakfast. Ann, Allison and I were together this day. Ann held my communication board, and we talked together in the canoe, mostly about sports. After sitting in the canoe for two hours after lunch, I was tired. I felt I had to lie down. The whole group stopped for half an hour to accommodate me. I was very grateful. Nobody seemed to mind. I told everyone thank you. Susan was so impressed. She said it was the first time she had met a nonverbal person who said thank you as I did. Sunday night we were late setting up camp. The mosquitoes were so

bad I had to stop eating — I went to the tent for the night.

On Monday I was in the canoe with David and John and that was fun. We had to portage between two lakes. We met three Indian children from a nearby Indian reservation. We were in canoes. They had a big motor boat and satellite dish. The Indian man asked us for money to portage across the reservation. By the afternoon, we were back in the Provincial Park from where our journey had begun. I was feeling really happy that I had come on the trip. I think I can do anything!

We all went for a swim at a lovely beach, then John and David went into town and came back with ice cream for everyone. It tasted wonderful!

This Was a Special Group

The last night we all sat in a circle and talked for a long time. We all shared with each other what our experience in the wilderness meant to us. I thanked everyone for being so good to me. David told the whole group to form a circle around me and everybody hugged me and each other and then we all started crying.

My group was different from most groups Wilderness II has had. Other groups have had nonspeaking communicators but I was the first eye-pointing communicator. The interactions in my group were special. Everybody talked to me. I think this was because of the excellent leadership and direction given by the staff. I had the chance to interact with so many good people.

Tuesday morning, we skipped breakfast at campsite and drove to International Falls for breakfast. We arrived back in Minneapolis at 7 p.m. that night. As soon as we arrived, Ann asked me to go to Burger King around the corner for milkshakes. That was a treat!

Saying goodbye, I felt happy and different. I was in a new city and I had made new friends. I hadn't known anybody when I had arrived eight days before. And I had made these new friends alone, without needing my mom's help to do it. I was so sad to leave them, but it had been *great!* It was the best experience I have ever had! □

New Experiences

KARI HARRINGTON



Kari Harrington was in the original Blissymbol class of 1971 at O.C.C.C. Since then, she has completed public school at James Robinson Public School in Markham. Presently, she is a senior student at Langstaff Secondary School in Richmond Hill, taking one credit subject as well as classes in the Orthopaedic Special Education Department.

For some of us, growing up to become a responsible adult can be difficult and a slower process than usual. Because we are dependent on others for so many things, we tend to let them do more for us than we really need to. At least that's the way I was. Now I am learning to be more assertive. I am finding the courage to try things on my own and am having many new experiences.

Since I've had my Epson voice synthesizer I've been going shopping on my own; however, I've always had to have somebody with me when I needed to use an elevator. This summer, I was at the mall by myself and what I wanted to buy was on the other floor. I knew that the glass, mall elevator wasn't roomy enough to juggle my big chair around to get to the controls. I thought for a minute and then I headed off to Eaton's department store and the bigger elevator there. I thought I could do it and I did — all by myself!

Taking control of that one little situation has given me the confidence to try other things by myself and has opened up other doors.

* * *

Pat Ives, formerly a speech-language pathologist and communication specialist at Ongwanada in Kingston, Ontario, sent us the following story about Joan, who is a resident there. Joan is twenty, has cerebral palsy and is nonspeaking. She has had many obstacles to overcome. This story tells of the steps that have been taken to help Joan communicate and let her take more command of her own life.

Joan's Story

Joan is twenty years old. She has cerebral palsy and has minimal use of her arms, legs and head. Joan has been using Blissymbols to communicate since 1975. She uses eye pointing with her present board to access about 100 colour coded symbols in colour coded categories on a flip chart set-up. Even though Joan can use her system well she often does not, preferring instead to be a passive member of a communication duo. The search for ways to help Joan have more control over her environment has been constant.

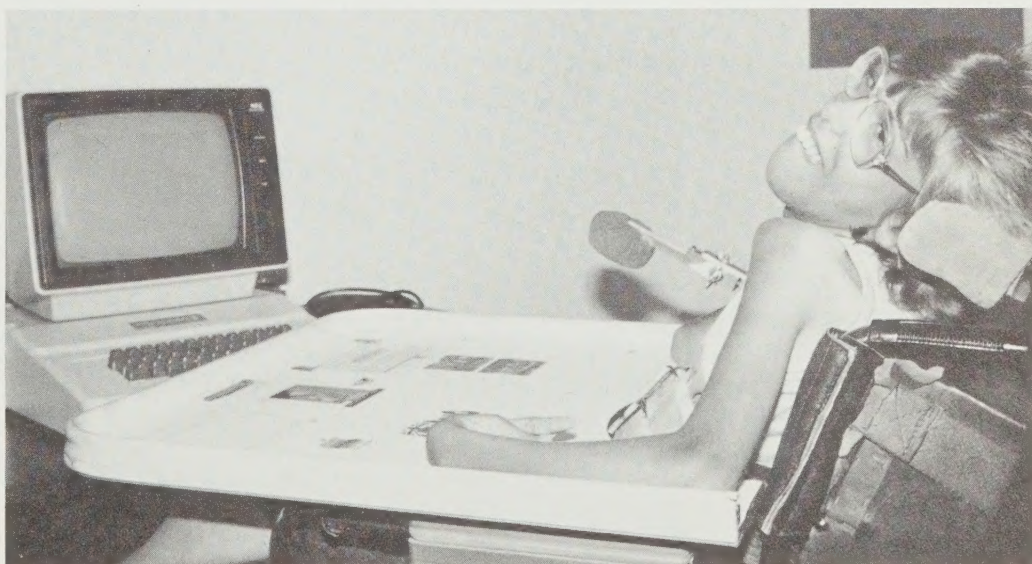
In April, 1984 Joan was seen by the staff of the Augmentative Communication Service at the Hugh MacMillan Medical Centre in

Toronto. A recommendation was made to try the Blissapple computer program with her.

After many delays Joan was introduced to the computer and the Blissapple program in August, 1984. Several switches to access the program were investigated including a mercury switch attached to her leg, a mercury switch attached to her arm, a hand switch and a home-made head switch. The head switch appeared to be the best.

The first discovery made upon starting into the Blissapple program was that Joan was unfamiliar with numbers. A practice disk was set up. With this disk, when Joan picked a number and then the return symbol, she was reinforced by having that number put up on the screen. Within two weeks she could accurately match the numbers zero to nine both visually and auditorially.

Joan began with fourteen symbols on the Blissapple program. Conversations were limited and contrived. Initially she needed extensive prompting to access any symbol. This was done three ways. First, listener scanning was used to find the symbol Joan wanted and then the listener continued pointing to the symbol while Joan accessed it through producing the number code. Second, large flashcards of the symbols were presented to provide less visual distraction. Third, after Joan began to access a symbol,



Joan shown with her Apple computer.

she would be assisted by the listener who pointed in sequence to each number in the number code. In September of that year Joan independently put *music* on the screen in response to her partner's request to "tell me something". Communication was underway!

"Music" quickly become a standard topic of conversation. Joan was encouraged to expand her messages and soon began saying, *want music, music want, happy music want*. A *period* served as a "turn ending signal" and she quickly learned to add this after *music* in order to have her partner turn on a Michael Jackson tape.

November, 1984 was a major milestone in Joan's use of the computer to communicate. One day she was obviously upset and her partner said "Joan, I know something's the matter, but I don't know what

it is". Joan then proceeded to put on the screen *not comfortable*. She had initiated a topic and expressed an unprompted thought using two symbols she had not used before.

Joan now has over forty symbols on her Blissapple program. She uses a Zygo check switch positioned over her right arm to access the program. She knows all the symbols as well as the mechanics of how to use the Blissapple program. However, she still does not initiate many conversations. The search to make her a more active communicator goes on. The focus is on trying to set up situations where she will want to use her new found abilities with the computer. All of Joan's friends are confident that she will become a more independent and initiating communicator in the future.

* * *

I've received some interesting letters from John Eddy Fernan and Patrick van Duinen of The Netherlands and Greg Gittings of Toronto. I hope to be sharing them with you in upcoming issues. □

Editor's Note:

If you are interested in sharing your experiences with other readers, please write in words or Blissymbols to: Kari Harrington, 16 Jonquil Crescent, Markham, Ontario. L3P 1T4.

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News from India

PATRICIA POWER AND S. OMANA

Patricia Power and S. Omana are teachers at the "Mithra" centre in Madras, India. They sent us the following report of the Blissymbol program at the Centre and describe two of their nonspeaking students.

"Mithra" is a centre for habilitation of retarded and other handicapped children in Madras, India. At the centre there are fifty resident children, and another sixty outpatients who come in each day for treatment or to attend school. The centre offers many services, including physio and occupational therapy, speech, and a special school. Some of the older boys in the school graduate to a sheltered workshop at the centre.

In 1983, a Blissymbolics Department was formed, and all teaching staff were given Blissymbol training. Omana teaches Blissymbols full time, and the other instructors see children individually. In all, about fifteen children are seen each day. Realizing the need for support in the home we ask one or both parents to come to the centre, sit in on some lessons, and learn to communicate with their child. This is sometimes difficult to do because of the distances involved.

We want to share with you the successes of two students.

Jayanthy and Sowri

Jayanthy, who has cerebral palsy, is eleven years old. Three years ago she could not talk and had no means of communication. She had no head control and she could not isolate a pointing finger. Now, with consistent effort, she has gained head control and can use a head pointer to isolate symbols on a chart. She can now say many words.

Sowri, twelve years old, also has cerebral palsy. He had no speech but now vocalizes, though unintelligibly. His memory power is limited but in spite of this he uses his Bliss chart well. He attends

Bliss class with Jayanthy.

Through practice, matching of symbols with pictures and objects, and encouragement in making meaningful use of symbols, both students have learned over 800 symbols which they keep in books. Because of her physical disability, Jayanthy finds it difficult to turn the pages of her book. In the classroom, Sowri helps her; at other times, she depends on the 'listener'. They are interested in what is happening around them and ask questions to satisfy their curiosity about "Mithra" and the wider world. They write letters to their parents and use their books to interpret stories they have seen on TV and to tease each other.

Even science and social studies are studied in Blissymbols. We have compiled a general knowledge booklet for them in symbols which they enjoy reading and have translated the Christmas story and tales of the Hindu Gods into Blissymbols. Both students enjoy the transcribed Indian stories.

Now they want to go further. Sowri is interested in reading and speaking English like his brothers, so he has an English lesson each day. There are certain sounds he cannot make so his speech is very difficult to follow but he never ceases to try. He is beginning to

read and understand simple written English.

Jayanthy is eager to read Tamil so we have made a Tamil alphabet board for her. There are about ten times as many letters in the Tamil alphabet as in the English so it is not easy to learn. What we are doing is in the nature of a trial. Jayanthy has the determination to master it and we will do all in our power to give her the chance. She can now spell more than a hundred Tamil words.

We read with interest about the electronic aids in communication but it will be many years before they become available to us. In the meantime we are happy with what Blissymbolics is opening up to children who heretofore could not communicate. □

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Jayanthy and Sowri at the "Mithra" centre.

Communication > Talking;

Part II: A Rationale for the Use of Augmentative Communication

BEVERLY VICKER

Beverly Vicker is a speech-language consultant at the Developmental Training Center at Indiana University. This is Part Two of an article on "Communication > Talking" written in response to requests for materials for parents and other professionals who were skeptical about communication goals that had been established for some cognitively impaired children. Communicating Together is pleased to publish this series of articles in their entirety.

In the first article (Vol. 5, No. 3, pg. 9, September 1987), an arrow appeared in the title rather than the mathematical sign for "greater than" which was intended by the author. The use of the arrow changed the meaning of the title to suggest that communication "leads to" talking rather than the intended idea that it is "more than" talking. We apologize to Ms. Vickers for misinterpreting her meaning. Readers may want to correct their copies of the last issue with the aid of liquid correction fluid applied to the "shaft" of the arrow.

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If one takes the liberty of misquoting Elizabeth Barrett Browning, it is possible to pose the rhetorical question, "How can I communicate? Let me count the ways." There are various classification schemes that could be used to answer that question. However, referring to "Communication > Talking; Part I", the simplest response involves looking at two broad categories: a nonverbal system and a verbal or language/concept based system (see Figure 1).

The nonverbal system, as described in the previous article, involves physical movements and

vocalizations, such as the use of eye gaze, pushing someone to a location, walking away from a situation, physical aggression, etc. Both verbal and nonverbal systems may co-occur, but within the development sequence, nonverbal communication behaviour precedes the development of verbal behaviour.

Nearly everyone can engage in some form of nonverbal communication but this is not true for the verbal or language based system. The learning of a verbal system is predicated on cognitive abilities and the neurological intactness of an individual. A child must have at least attained a cognitive functioning level of around nine to twelve months before seriously focusing on the process of learning verbal communication. Varying degrees of difficulty in developing speech and/or language skills result when the cognitive or neurological system is not intact.

This article will focus on a discussion of an intervention method called augmentative communication which is frequently used when a child has difficulty learning to use one type of verbal communication, oral speech. Before presenting an explanation and rationale for this type of intervention, however, it is necessary to define operationally the terms "language" and "speech". Frequently people use the terms interchangeably; this results in confusion or misinterpretation.

Language refers to learning labels

that represent objects, actions, ideas and concepts such as "ball", "read" and "same-different". Language also refers to the meaning that is expressed when words are used functionally and in a syntactical or sentence form (e.g., "John hit Mary"). Speech, on the other hand, refers to the oral medium through which ideas are expressed. Being able to understand someone's oral speech depends to some degree upon how clearly and accurately the words are articulated. Speech is a motor task that requires coordinated movements of the tongue and lips along with synchronization of the vibration of the vocal cords and respiration. Oral speech, however, is not the only means of verbal communication that we use.

Conventional verbal communication, as seen from Figure 1 can be expressed by either a vocal or a written means. Daily life consists of encounters with people talking to us either in person or by telephone. We also get messages through a visual or written language medium via T.V., books, magazines, billboards and electronic mail. Everyone is familiar with these conventional uses of verbal communication, but people are less familiar with the system called augmentative communication. This term also refers to the use of a visual medium but for a different type of verbal communication. This other visual medium is used by communication handicapped individuals who are not sufficiently able to communicate by

Nonverbal Communication Messages	Verbal Communication Messages
Physical Movements eye gaze pointing stamping foot smiling Vocalizations sighing screaming crying laughing	Conventional Communication oral speech written speech Augmentative Communication Unaided Communication e.g. sign language Aided Communication e.g. communication boards or cards Electronic Aids

Figure 1. A Simplified Scheme for Communication

using oral speech. This latter group represents a significant number of individuals (approximately 1.5 million in the U.S.), both children and adults, who either lack the motor skills to produce understandable speech or who have difficulty learning to speak. Such difficulties may stem from brain injury, malformations of the brain and/or malfunctions or disruptions of the system of inner connecting networks of the brain. Regardless of whether an individual is handicapped or not, the ability to communicate gives a person some "power" within his/her environment. Augmentative communication, as will be seen later in this article, also gives many handicapped individuals a chance to wield some "power". If someone is unable to speak orally, it seems logical to give that person the most versatile substitute. Not to utilize an augmentative communication system may mean that a particular handicapped person is relegated to using directed eye gaze, grunts or very unintelligible oral speech as a chief means of exercising power over his/her environment. That individual could be doomed to much frustration and failure as some of his communication efforts are ignored or misinterpreted. He could be deprived of his basic right "to the pursuit of happiness". Being able to effect one's environment and to express basic needs are manifestations of that more fundamental human and civil right.

Before looking at the possible forms of augmentative or language based communication systems, however, it is important to understand that the use of an augmentative system will not prevent that individual from learning oral speech if he/she has the capability of doing so. In fact, experience has shown that children will drop the use of an augmentative system as they become efficient and powerful oral speech communicators. For some augmentative communication users, the use of an augmentative system represents a bridge toward the acquisition of oral speech. For others, it may represent a safety net to fall back on when their oral speech has not been understood. For other individuals augmentative communication systems can represent permanent emancipation from

the restrictions imposed by only being able to use nonverbal behaviors such as grunting or eye gaze.

Just as normal communicators may not be equally facile in both oral and written language abilities, the use of an augmentative system for a communication handicapped child may not be entirely equal to the use of an oral system. If, however, the oral system is absent or inefficient, then there is no other choice but to accept, at least temporarily, an alternative. With a better understanding of the rationale for this communication intervention approach, let us now examine the two basic methods of augmentative communication that are commonly used. The first method is called *unaided* communication. It means that no physical equipment is needed for this method to be used as a substitute or as a supplement to oral speech. Unaided communication is often referred to as manual communication or signing. Although no special equipment is needed, the child's audience, i.e., parents, teachers, and other community members have to be taught to understand the meaning signified by each of the signs used (see Figure 2).

If the child has poor hand skills, has difficulty remembering the associated hand configuration that signifies a specific meaning or has no understanding about the need to

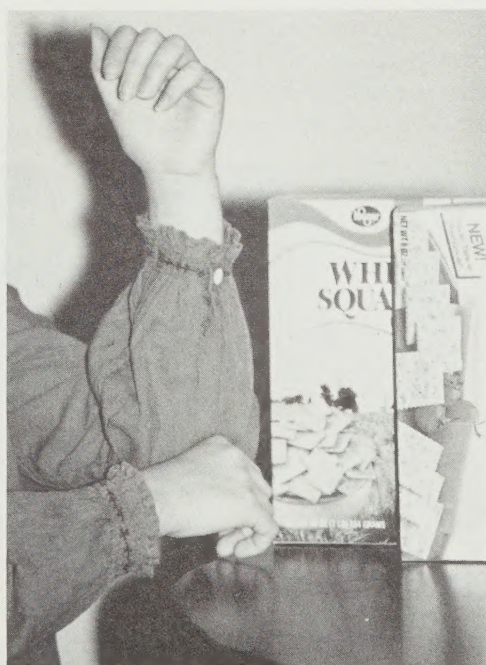


Figure 2. Sign language can be used to tell an adult that the child wants a "cracker" for a snack.

make *precise* signs, then the child may do better with another method of augmentative communication in which different skills are involved. The methods, aided and unaided, are not always mutually exclusive; some individuals may use a combination of both.

The second alternative is called *aided* communication. Aided communication involves the use of something external in order to convey a message. Examples of this type of communication range from the use of a simple homemade picture board (see Figure 3) to the use of sophisticated computer systems with vocal output. Regardless of the type of hardware used to deliver a message, it is usually expressed by some type of indication or selection from a choice of words or phrases. Another optional method involves the generation of an utterance on a letter by letter basis through spelling, i.e., pointing to the necessary letters within an alphabet array or by typing the utterance on a computer. Regardless of the method used, this substitute for verbal communication is dependent on the necessary equipment or materials being available. Usually the child with a communication board has a broader audience with whom he can communicate than the child who signs, because the communication board is based directly on a native language such as English. However, since the basic level

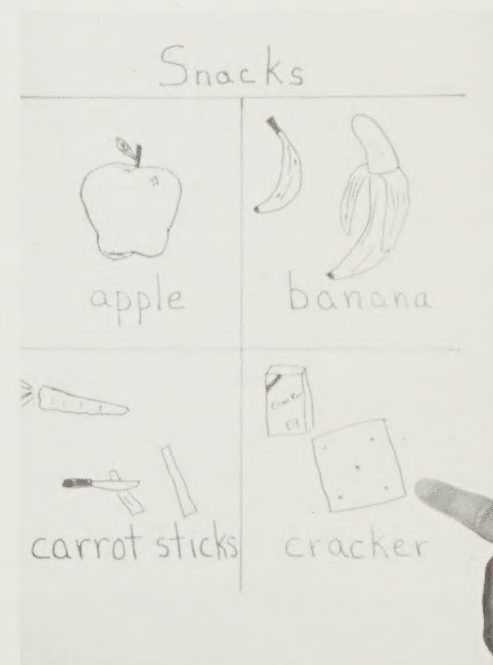


Figure 3. Pointing to a picture of a cracker out of an array of snack choices is an alternative to using sign language.

communication board uses pictures to represent real objects, the potential user needs certain cognitive skills.

A detailed discussion of all the possible variations of a communication board or device and all the critical factors that must be considered in the selection and implementation of augmentative systems are beyond the scope of this article. Instead, the purpose of this article is to make parents and professionals aware of the use of augmentative communication and to help them

feel comfortable with supporting the implementation of such a program by a speech-language pathologist and other augmentative communication specialists. When one is uninformed, it is difficult to support something other than the norm, i.e., a program focused on developing oral speech. This is particularly true when the alternatives may initially look bizarre or abnormal. This viewpoint usually is modified when augmentative communication is seen as a logical and rational alternative that may serve a

temporary or perhaps a permanent need for communication handicapped individuals. To reiterate comments from the previous article: Communication is more than talking; it is a social interaction activity. For some communication handicapped individuals, augmentative communication usually represents their best means of engaging in interaction with the people around them. Perhaps a new car bumper sticker should be designed to say "Support your local communication handicapped citizens". □

TEACHING AND LEARNING

A Resource to Help Implement Professional Recommendations

CAROL GOOSSENS' and SHARON CRAIN

Carol Goossens' is Co-ordinator of Speech-Language Pathology Services at Sparks Center for Developmental and Learning Disorders at the University of Alabama at Birmingham. She is also an assistant professor in the department of Biocommunication. Sharon Crain, also a speech-language pathologist, was at United Cerebral Palsy of Greater Birmingham, Birmingham, Alabama. As well she was Co-ordinator of the Southeast Augmentative Communication Conference. She has recently moved to Pennsylvania. Together they compiled two valuable Resource books for those involved in implementing communication recommendations. They have written the following account of the rationale for their books.

"They're recommending that row-column scanning be conducted in a format with minimal communication load, huh?...I don't even know what row-column scanning is...let alone know how to train it with minimal communication load?"

Augmentative communication recommendations are often difficult to implement, especially when the parent, teacher or speech-language pathologist has not had extensive prior training in this challenging

field. Recognizing this to be a real dilemma for many parents and professionals, we made a decision at our respective centers (Sparks Center and United Cerebral Palsy of Greater Birmingham) to document grass roots clinical information in printed form. This information can now accompany the recommendations of our reports, increasing the likelihood that professionals and parents can successfully implement our recommendations. A diagnostic report recommending the purchase of a rotary scanning communication device, for example, is accompanied by a listing of commercially available options as well as instructions for constructing a homemade version. Recommendations suggesting that graphic symbols be utilized in the context of an eye gaze communication vest are accompanied by a

handout giving instructions for constructing a multiple display eye gaze communication vest. Similarly, a report suggesting that picture/symbols be taught within an interactive framework might be accompanied by a handout providing detailed guidelines for establishing interactive symbolic communication.

In 1984, a federally-funded Maternal and Child Health Grant (#MCJ9055) provided the vehicle for allowing us to organize and document clinical information on a more intensive and extensive scale. Two study guides representing a collection of clinical handouts regarding augmentative communication assessment and intervention strategies were developed as a result of this project. These study guides eventually evolved into the



Carol Goossens' and Sharon Crain

Augmentative Communication Assessment Resource and *Augmentative Communication Intervention Resource* that are now commercially available through Don Johnston Developmental Equipment.

Both resource books focus upon application. They include listings of various commercially available and homemade equipment, instructions for constructing a variety of homemade equipment and materials, as well as guidelines and practical suggestions for conducting or implementing various augmentative communication assessment and intervention strategies. Wishing to make the handouts as useful as possible, we have illustrated them extensively to assist in visually conceptualizing the ideas discussed. For those working in a diagnostic setting, we recommend filing each handout separately so it can be pulled from the file and distributed with reports as needed. As we intended the handouts to be used for clinical purposes, space was allowed at the top of each handout to accommodate the letterhead of the individual facilities disseminating this information.

Many of the ideas contained in the books are derived from parents, teachers, physical therapists, occupational therapists, the Sparks Center maintenance man, and, not to forget, the local hardware man. The books have been truly a group effort. The field of augmentative

communication is one that requires a considerable amount of creativity. Unfortunately, creative ideas often remain localized, undiscovered by the many professionals who can implement them for the betterment of their functionally nonspeaking clients. Through the Resource books, we hope that the creative ideas that we are utilizing with our clients will help individuals being served by other professionals throughout the country. The response to the Resource books has been especially rewarding. We have received numerous letters offering spin-off ideas to those contained in the books. Several individuals have also sent us creative new ideas and plans for constructing various homemade materials and equipment. We, in turn, are continuing to render this information into illustrated handout form (acknowledging the original source). Needless to say, sequels to the Resource books are well under way. We welcome any ideas that you may wish to share on a larger scale. □

References

• Goossens', C., and Crain S., 1986 *Augmentative Communication Assessment Resource*. Lake Zurich, Illinois: Don Johnston Developmental Equipment.

Goossens', C., and Crain S., 1986 *Augmentative Communication Intervention Resource*. Lake Zurich, Illinois: Don Johnston Developmental Equipment.

COMMUNICATION OUTLOOK

Focusing on Communication Aids and Techniques

A Publication of the International Society for

Augmentative and Alternative Communication (ISAAC)

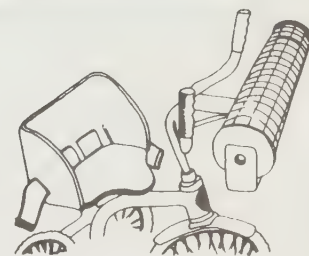
Communication Outlook is an international quarterly which provides a forum for individuals interested in the application of techniques and aids for people who experience communication handicaps. It is a cross-disciplinary information source as well as a reference for those wishing to contact others working in the field of communication enhancement.

Communication Outlook features regular sections on: commercially available aids, aids under development and components to build aids; interfacing and augmenting aids; new publications and resources; centers and groups involved in various aspects of communication enhancement; innovative methods, procedures, teaching strategies and uses of materials shared by readers; and advocacy issues, including new groups, strategies and successes.

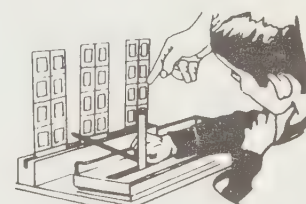
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On the page opposite, we have included a Christmas recipe for families or classrooms to try. We have illustrated this page with some Christmas *Picture Your Blissymbols*.

Tune: London Bridge







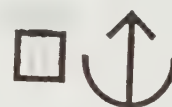
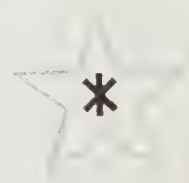
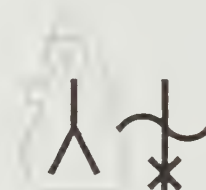
Words: Caroline Musselwhite

Santa Claus is coming soon,

Coming soon, coming soon.

Santa Claus is coming soon,

Merry Christmas!





Christmas Shortbread

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

You need flour, pecans, salt, butter, brown sugar.

1. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

1. Grind to a powder in a food processor with (a) metal blade,

2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

2 cups flour, 1 cup pecans, and pinch (of) salt.

2. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

2. "Cream" (the) butter and brown sugar.

3. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

3. Add (the) nut mixture.

4. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

4. Make (a) ball (of the dough).

5. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

5. Refrigerate 3 hours.

6. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

6. Roll (the) ball (of dough) thin.

7. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

7. Cut Christmas shapes.

8. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

8. Bake (at) 300 degrees for 20 minutes.

THE PARAPHRASE

CATHY FAIRLEY

The Paraphrase is written for those who are moving into traditional orthography. It offers an independent reading opportunity for the growing reader. The Paraphrase is written by Cathy Fairley, consultant, Easter Seal Communication Institute.

Hi! I'm Kari

My name is Kari Harrington. I am a new writer for this magazine.

I have cerebral palsy. I learned Blissymbols when I was six. I was in the first Blissymbol class. Now I am twenty-two. I go to high school.

I communicate in many ways. I sign with my mom and my sister. I "speak" and spell words to my dad and my brother. I sometimes use a Bliss board. I use my Epson speech synthesizer to communicate at high school.

I live at home with my family. At home I like to listen to music. I like Anne Murray best. I like to read books. I like to read about people like me. I like to express myself by writing. I write stories and poems. Some of my poems have been in this magazine.

I take some regular classes at school. I took one grade thirteen class. I made a new friend there. We did a project together. It was called "Attitudes to the Disabled".

I would like to hear from you. Please write me a letter. You can write me in words or Blissymbols.

To Readers of Paraphrase

Kari Harrington is the new writer for "The Family and Community" section. Her first column appeared in the last issue Vol. 5, No. 3.



Kari uses her Epson to Communicate with her friend Ann Running.

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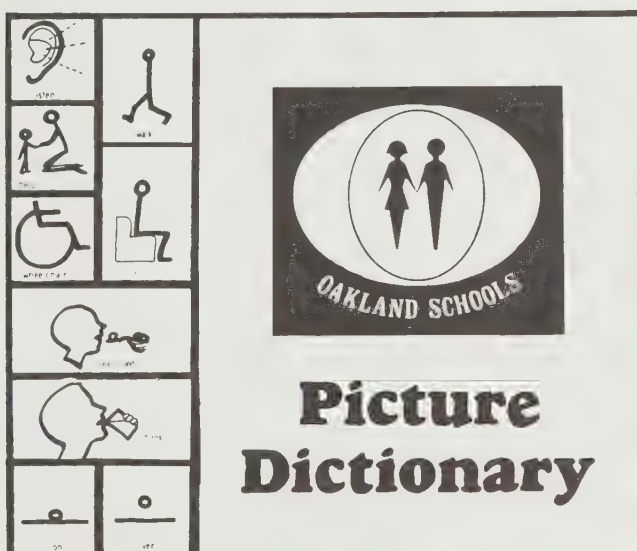
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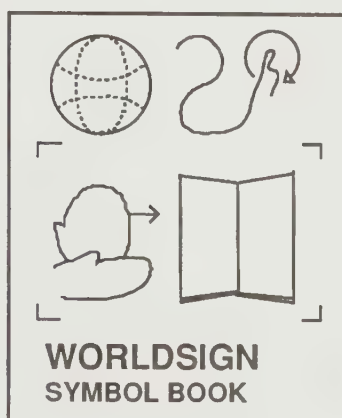
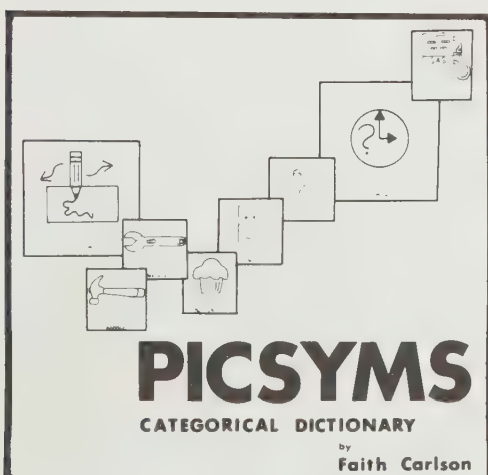
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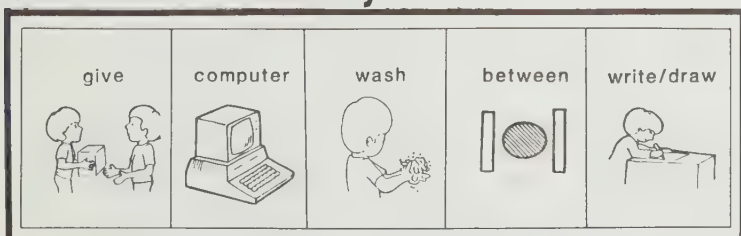
Blissymbolics

mouth ○	(to) communicate ↑↻	funny ♥↑○	song od
mind ∩	(to) learn ↑∩	interesting ∩↑	school ∩↑∩
feeling ♥	(to) smile ♥↑∩	special ♥↑∩	friend ∩♥+!

Picture Communication Symbols



Core Picture Vocabulary



Opportunities for Advocacy: They're Everywhere!

CAROLINE MUSSELWHITE



Caroline Musselwhite is vice-president of advocacy for the International Society for Augmentative and Alternative Communication. She has a doctorate in speech-language pathology with a minor in special education. Through her involvement in providing direct services to severely disabled children at the Irene Wortham Center in Asheville, North Carolina, she has developed a keen interest in advocacy and ways of promoting it.

Advocacy in the area of augmentative communication can take many forms. It can be a very personal issue. For example, Pat Cashdollar spoke of advocacy as a "neverending story", with the advocate acting in support of another. (See *Communicating Together*, Vol. 4, No. 3). She also identified system advocacy, the act of working to change a particular service delivery system to make it more responsible to the individuals dependent on it. A third component of advocacy identified by Mrs. Cashdollar is that of assuming responsibility for educating those with whom one comes in contact. Many forms of education are needed: awareness of disabilities; awareness of individual needs and abilities; awareness of available materials and resources (e.g., educating users and families regar-

ding options in augmentative communication and support services).

This "Perspective" considers something I am deeply interested in — the public education area of advocacy. We have all seen situations where the real barrier for an augmented communicator was not his or her abilities, but the inability of people in the environment to adapt and accept the altered way of communicating. In Buncombe County, North Carolina, we have approached disability awareness through an intensive effort involving puppetry and music.

Sample Opportunities for Disability Awareness

First, traditional opportunities were undertaken for using puppetry to promote disability awareness. We chose to use *New Friends* (dolls with disability) because we could make them inexpensively and could have them meet our needs according to size, disability, race, facial expression, and personality! Other choices could be *Bodi-Puppets*, *Kids on the Block* puppets, or *Hal's Pals* dolls with disabilities. For each puppet show, at least one doll uses augmentative communication, such as signing, a conversation board with a handstick, and/or an electronic device. Opportunities for sharing were overwhelmingly available: Girl Scout and Boy Scout meetings; school and church classes; and presentations to adult clubs. Often, the impetus for inviting the dolls to perform was a mainstreaming effort, such as a child using an eye gaze communication system who joined a Sunday school class.

It quickly became apparent that a one-woman show was unwieldy and insufficient to meet the demand. At this point, the Health Adventure, a local health museum providing quality public awareness programs, expressed an interest in adding a *New Friends* program to their offerings. Following training in disability awareness programming, they developed a script using a variety of dolls with disabilities, followed by simulations and time for questions and answers. One

doll, Allen, is hearing-impaired and uses signing, while Matthew, a doll with cerebral palsy, uses a communication board. In the summer of 1986, the Health Adventure trainers presented this program to more than 700 children at summer youth programs sponsored by the Buncombe County Parks and Recreation Department. One exciting component was the opportunity to train the staff of each youth program on disability awareness, and follow-up procedures — more simulations, discussion groups, how to answer questions. The *New Friends* disability awareness program is now a part of the yearly offerings for the Health Adventure and has been attended by school children ranging from kindergarten to eighth grade in western North Carolina and upper South Carolina.

My Brownie troop decided to follow-up on the disability awareness training they had received by making an awareness kit. The kit includes: a *New Friend* doll and manual, materials for simulations, a songbook for signed and symbol-aided music, and "Do's and Don'ts" of interacting with persons who are disabled (prepared by the Mother-to-Mother group at the Irene Wortham Center).

Since we were now relieved of the need to provide basic disability awareness for groups of children, it was possible to pursue disability awareness in other formats. The first opportunity was a Children's Festival in Hendersonville, North Carolina. This was an exciting step, as it offered the chance to present the *New Friends* dolls as just another act, in conjunction with other puppeteers, magic shows, and musical performances. We had finally arrived — we were accepted — we were "mainstreamed"!

I spoke to a friend (who has a daughter who is hearing impaired) about my elation on having our show invited to perform alongside other puppet shows. She agreed that we had made progress, but asked why we used only dolls with disabilities, as that negates the idea of mainstreaming. Click! Now we knew what we were missing — con-

versation between augmented communicators and natural speakers, with communication breakdowns and repairs, but with interaction always prominent! This was tested in a puppet show for the Alternative Christmas Festival. The theme was "Everyone Has Something to Give" and the script included a child who used a handstick and a communication board, as well as three natural speakers. This formula worked, so the next request was for a presentation at the French Broad River Festival, with a theme about saving the river. A child using an electronic communication device and another using signing were incorporated into the script. This new approach of giving presentations on a theme unrelated to disability, can provide true awareness, as it demonstrates the many facets of life for all individuals, rather than focusing only on the disability.

Starting Disability Awareness Projects in Your Community

As can be seen from our experiences, disability awareness through puppetry can be undertaken by an individual, an untrained group, or a trained group. The first decision is who will develop and present the shows. Museums often have science or health components, and many have existing exhibits on topics related to disability awareness. A local children's museum or health museum might be interested in expanding an existing exhibit to include augmentative communication, or adding a new exhibit. A museum would also be an excellent site for periodic presentations. If you plan to develop a puppet presentation, for use at a museum or as a travelling show, a group effort is highly recommended. Many excellent training materials are available, with primary sources listed at the end of this article.

The basic steps are: 1) making the dolls; 2) writing the scripts; and 3) learning comfortable use of puppets. Dolls can be easily made and adapted using the *New Friends* pattern. For example, the parents in the Mother-to-Mother program at the Irene Wortham Center made several dolls which were donated to the Health Adventure, so that sites could borrow a doll following the show to develop their own skits

and practice simulations.

Several factors should be considered when writing scripts. The dolls chosen for each script should reflect the message desired. Thus, if your focus is on mainstreaming, dolls with and without disabilities should be used. While there are no scripts written specifically for augmented communicators, the scripts in the *New Friends* manual can give an idea of script-writing style. For example, in each script, the focus is on the child first, with the interests and talents of the child outlined before the disability is mentioned. If the disability is mentioned, care should be taken to provide factual information. If you are writing for a specific theme, such as a Christmas Festival, it will likely not be necessary to mention the disability. We have found that the addition of signed and symbol-aided music into the script is an excellent device for helping the audience appreciate augmented forms of communication, as well as encouraging audience participation.

The last component is to practice the skit, learning to be comfortable with the augmented system used by the doll(s). At this point, you should also consider potential questions, and how you can accurately and emphatically answer them.

Whether you decide to perform skits only for small groups of people you already know, or for community-wide events, you will find that requests are frequent and audiences eager. If you feel uncomfortable presenting skits to increase public awareness, perhaps you can encourage an organization to take on the project. The opportunities are there — we need only to accept them!□

Resources for Developing Public Awareness Skits

- Cashdollar, P. (1981). *Kids Come in Special Flavors: — Understanding Handicaps*. Order from Kids Come in Special Flavors Company, Box 562, Forest Park Station, Dayton, OH, 45405. (Classroom Kit or Workshop Kit help children and adults learn about disabilities and "try on a handicap" through simulations).
- Heekin, S., and Mengel, P. (1983). *New Friends Teacher's Manual*. Order from Chapel Hill Training-Outreach Project, Lincoln Center,

Merritt Mill Road, Chapel Hill, NC, 27514. This manual accompanies the *New Friends* dolls, including scripts, guidelines for answering questions, simulations, and resources. A pattern for making a *New Friends* doll is also available.

- Musselwhite, C. (1985). *Adaptive Play for Special Needs Children*. Order from College-Hill Press, Inc., 4284 41st Street, San Diego, CA, 92105. Chapter 15 covers the topic of promoting mainstreaming through adaptive play.
- Renfro, N., Click, J., and Harp, D. (1982). *Discovering the Super Senses through Puppetmime: The Physically Disabled — Zookie and Holly*. Order from Nancy Renfro Studios, 1117 West 9th Street, Austin, TX, 78703. (This kit includes two Bodi-Puppets plus disability training materials).

Special-Needs Softswap



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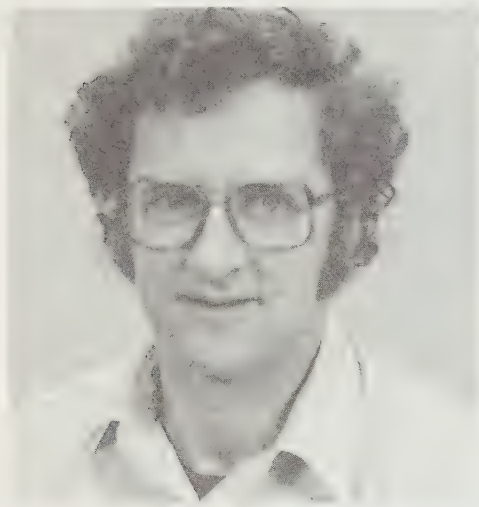
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From Dreaming to Inventing Our Future

GEB VERBURG



"Research and Publications" is written by Geb Verburg, who has been involved in the field of nonspeech communication since the mid-seventies. A cognitive scientist, Mr. Verburg is currently working as research associate in several projects at the Hugh MacMillan Medical Centre, Toronto.

In the previous issue I was dreaming about future technology. Let's be done with dreaming and let's start to invent the future. I borrow the idea of 'inventing the future' from James Martin's book, *Technology's Crucible*, to help set the scene. I want to touch on the concept of "intelligent environment" and look at changes that are happening, or are about to happen, in education, with help from Professor Mario Fantini's book *Regaining Excellence in Education*. Finally, I will present some principles recommended by Vandergoot et al (1986) in a report from the Organization for Economic Co-operation and Development (OECD) entitled: *The Education of the Handicapped Adolescent: Strategies for Employers*. Throughout, I want to address where, when, and how augmentative communicators and the rehabilitation enterprise can make the greatest impact in this process of inventing and constructing the future.

I will argue that we should start constructing the future *now* and do

so by focussing upon areas that are already making the transition from the Industrial to the Information Era. The "smart house" or the more ambitious "intelligent environment" are such antecedents of the future. The education system is struggling to shed its 19th century philosophy of schooling and emerge in a shape that will be able to prepare the students of the class of two-thousand and two, three, etc. Inventing the future is not unlike designing a device. If the users of the device, the future in this case, are not consulted early and involved throughout, then the device (the future) will not fit.

Inventing the Future

James Martin, a renowned computer industry consultant wrote *Technology's Crucible* in order to help us "invent our own future". The book, a video script really, is set in the year 2019 and presents a careful and believable (and, no doubt inaccurate) extrapolation of what current technological trends may afford. The important message of the book is that *now* is a very good time to start planning the kind of future we want to live in after the Industrial Age.

What should be our values, our civilization, our educational system, and our work and leisure environments? Martin's future environment is one in which all occupants of the Global Village are potentially interactively connected to everyone else and in which all repetitive and dangerous activities, and virtually all traditional production and household tasks are performed by robots or intelligent equipment. Think of the changes that could take place in forty odd years. Think of what it means for people who are physically impaired. But think also of this marvelously empowering environment as one in which many of these smart machines are controlled by voice commands, ... unless of course nonspeaking persons, advocates, rehabilitation professionals, and legislators argue and act strongly for alternative control methods, methods that will not

create a verbal wall around this highly intelligent environment.

How To Invent a Future For All

It appears to be a tradition to let the future develop either by default or by considerations of economic feasibility. Profit and laissez faire make for a dreadful compass and lead to a future that few would look forward to with hope and anticipation. How then can we affect the path to the future in such a way that we arrive at our kind of future? First, we must know, or at least think and communicate, about the future we want to live in. Secondly, we must keep in mind the simple fact that the Industrial Era will not easily surrender its strangle-hold over you and me. In the conflicts between the status quo and our future, that will undoubtedly ensue, disabled persons will be very small fish in a very large ocean.

I think that our position needs to be one of holding on to what has been attained so far, while making certain that our voices and VOCAS (voice output communication aids) are heard wherever long term changes are planned or made, whether this involves the design of a new car, microwave oven, telephone service, or the design of a new neighborhood park, school/playground, or a new industrial policy for a city or state. In a true Information Era everyone could have a say in the things that concern them. This, of course, is one of the potential sources of conflict that I spoke of earlier. Changes that are neither caused by nor directed toward persons who are nonspeaking and/or physically impaired are among the primary targets of our involvement, since "forgetting about..." is one of the worst barrier builders.

New Learning Environments

In *Regaining Excellence in Education* Professor Mario Fantini reviews the progress of America's educational system and plots a course towards a future of educational excellence.

The changes signalled and recommended by Fantini flow out of general discontent with the 'products' of the system and so this area warrants scrutiny. The index contains only one explicit reference to handicapped students. The gist of the book is that something is fundamentally wrong with the process of schooling children, and that drastic changes are needed. These changes are to begin in the current system but are likely to have the effect of completely altering the world of education as we know it. Fantini distinguishes between teaching and learning and concludes that learning is "in" and teaching is "out". The role of a teacher will become less that of a person who gives knowledge and more that of a person who enhances, enables, and facilitates students' learning. Both Martin and Fantini foresee the school of the future as only one component in a varied and community based learning environment. Community agencies like libraries, museums, zoos, business and manufacturing centres, medical centres, farms and universities are all expected to play a role as part of the "schools without walls." I think that this idea is marvelous and could do fantastic things for students. But every regular reader of this magazine can see a host of potential problems accompanying the opportunities that would be created with such a change.

In a chapter called "State-of-the-Art Principles to Guide Reform Efforts", Fantini lists directions for education and compares goals from the Industrial Society with those from the Information Society. The goals are well chosen and show the magnitude of the difference between what is and what (hopefully) will be. One goal jumped out. Literacy was a goal of the Industrial Era which according to Fantini becomes "many literacies, more than one language". I believe this is an accurate forecast with direct and positive implications for augmentative communicators as long as the technology can accommodate these new and expanding opportunities for communication with more people in more languages.

The last aspect of Fantini's future, that I want to highlight is the emphasis on the establishment of a link between school and business and industry (B & I).

The B & I Link and Employment For All

Many American schools have already established new and creative links with their communities through parents, volunteers and B & I. Since business is one of the more vocal critics of the education system it is likely that the business link, especially at the secondary level will be forged more rapidly. If properly planned such a link can be very beneficial for disabled students. We must make sure however, that the requirements of disabled students are included in the initial planning of these links. That such school and business involvement is possible is clear from a report by Vandergoot et al (1986).

Vandergoot describes examples drawn from six different countries concerning the employment of disabled persons. Each of these examples is characterized by the collaboration between the disabled person, parents, school, business and government. The six programs are described together with the problems each encountered and resolved. The authors are optimistic about the possibilities of implementing programs like these since several of the programs they reviewed flourished under adverse economic conditions. Vandergoot et al emphasizes that "the most effective

actions and responsibilities are reached via mutually-agreed, co-operative decisions between all parties". It is probably a truism but one that applies over and over and still bears repeating whenever and wherever futures are invented. □

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International Society for Augmentative and Alternative Communication*

Editor: **Lyle L. Lloyd, PhD**, Professor of Special Education, Professor of Audiology and Speech Sciences, Purdue University

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Past, Present and Future

ALEC KISH

Recently the Adaptive Communication Systems, Inc. conducted an essay contest for users of ACS products. They have shared some of the submissions with us. The following essay was written by Alec Kish with his SpeechPAC.

When I was a cute, cuddly little person, between three and seven years of age, the power of speech was not that important. I could get away with grunts, motions and a few words to indicate my needs. I have speech capabilities, although most of my words are not very clear.

I started at Mon-Valley Elementary School shortly before my seventh birthday. Soon after, I came to realize that my method of communication would no longer be enough. My teachers encouraged me to use my speech. When I was upset or excited, my powers of speech left me. Mrs. Autrie would say, "I wish there was something else that could help you express yourself". The questions were always there. But never answered.

Years went by. Many types of communicating devices came onto

the market and were evaluated by my speech therapist, Mata Loevner (Jaffe). Most were unsuitable for my needs. I needed an augmentative device, something to help my speech, not replace it.

In my sophomore year of high school, a complete evaluation was recommended. It was then that I was introduced to the Adaptive Communication Systems SpeechPAC using LOLEC (Logical Letter Coding). Wonder of wonders, not only did it speak, but it was also a computer. I had been working with computers for almost two years before that. Many times I dreamed of a machine that was portable enough for use in bed. Very handy for those times when I was not feeling well!

It took almost two years. Great decisions had to be made. The SpeechPAC came to live at my house. The speech, printer and cassette combinations changed many parts of my life. LOLEC, the speech part, made shopping a little easier. That little voice also gave me support so that others would understand my speech a little better. Any word you can spell phonetically, foreign or English, it can say. I wish my grandmother were still with us. Perhaps, I could have talked to her in her native Hungarian!

The SpeechPAC is a joy to work with. The built-in BASIC language is easy to learn and easy to use. I love the computer part of the SpeechPAC because once you've learned the commands, you can write almost any program you want. The Apple IIGS, Amiga and the HX-20 use almost the same commands. I think the part of the SpeechPAC that has helped me the most is the built-in printer. The printer helps me with my homework. It gives me fast, accurate (as accurate as I am) printouts of homework questions. When LOLEC is in use, and a sentence is misunderstood, the printer has been used to clear up the misunderstandings.

For me, the Adaptive Communication System's SpeechPAC has been a great help — in doing my homework, indispensable; as an

augmentative speech device, valuable; as a portable computer, irreplaceable. In the past it taught me much. In the present it teaches everyday. In the future it will teach me and others much, much more □

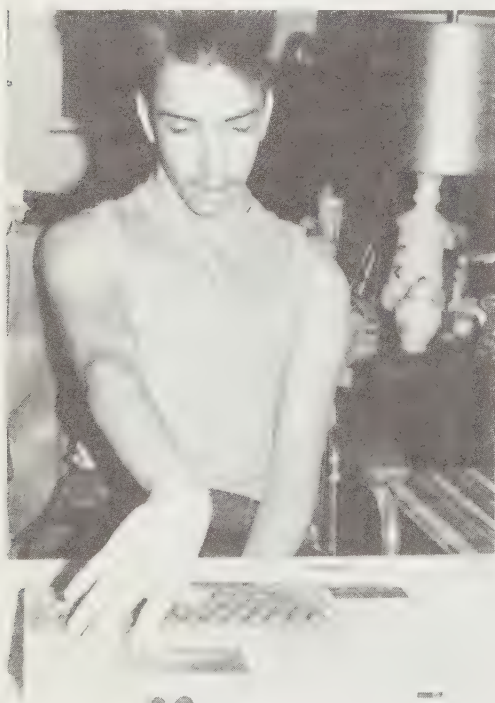
RESNA'S Augmentative and Alternative Communication Special Interest Group

MELANIE FRIED-OKEN

Melanie Fried-Oken is a Research Associate in Augmentative Communication at the Rehabilitation Institute of Oregon in Portland, Oregon, and the chairperson of RESNA's Augmentative and Alternative Communication Special Interest Group (SIG). She welcomes comments or questions concerning RESNA or the Augmentative Communication SIG.

In 1985, RESNA, the Association for the Advancement of Rehabilitation Technology, formed the Augmentative and Alternative Communication Special Interest Group. There are sixteen Special Interest Groups (SIGs) within RESNA. They have been developed so that members can promote specific rehabilitation technology objectives within the organization. The SIGs also create forums so that members can share information and interact about similar interests.

The Augmentative and Alternative Communication SIG consists of rehabilitation engineers, speech-language pathologists, occupational and physical therapists, special educators, consumers, device manufacturers and students who are concerned with rehabilitation technology for people with severe expressive communication impairments. The group liaises with members of other organizations, including ISAAC (International Society for Augmentative and Alternative Communication), ASHA (American Speech-Language-Hearing Association), and CAMA (Commun-



Alec Kish using his SpeechPAC.

ication Aid Manufacturers' Association) so that our combined knowledge will increase the research and development and clinical applications of new communication technology.

The SIG recommends special sessions, paper presentations and poster sessions for the annual RESNA conferences. At the 1986 meeting in Minneapolis, Michigan, the SIG sponsored a special convention session on speech recognition. At the 1987 meeting in San Jose, California the SIG sponsored symposia on expert systems in Augmentative Communication and on lexical prediction techniques, as well as offering a number of excellent courses and presentations that dealt with the clinical problems and technology of augmentative and alternative communication.

In 1988, the RESNA meeting will be held at the Palais des Congres in Montreal, Quebec, Canada from June 25-30. The meeting, which is called the International Conference of the Association for the Advancement of Rehabilitation Technology, is based on the theme, "A Choice for All".

For information regarding the RESNA Augmentative and Alternative Communication Special Interest Group, please contact RESNA, the Association for the Advancement of Rehabilitation Technology, Suite 700, 1101 Connecticut Avenue NW, Washington, DC Telephone: (202) 857-1199. □

Join ISAAC Now

The International Society for Augmentative and Alternative Communication (ISAAC) offers four types of memberships:

- Student Membership
- Active Membership
- Contributing Membership
- Corporate Membership

Members of ISAAC are entitled to reduced rates for: *Communicating Together* Communication Outlook Augmentative and Alternative Communication (AAC journal)

For membership application and other information about ISAAC write ISAAC, P.O. Box 1762, Station R, Toronto, Ontario, Canada, M4G 4A3.

FROM THE EDITOR

A Christmas Bonus from *Communicating Together*

Our First Cumulative Index

Along with this issue of the magazine, we are pleased to enclose a Cumulative index marking the fifth anniversary of *Communicating Together*.

There are three formats for the index. Firstly, there is a listing of all articles by author. Secondly, the articles are listed according to the section in which they appeared. Thirdly, they are listed by subject, with many articles being included in more than one subject area. It is our hope that readers will find this index a useful reference and quick resource for retrieving articles from past issues.

In looking back through the many articles published since *Communicating Together's* inaugural issue in the fall of 1982, we are proud to have reflected the impressive developments within the field of augmentative and alternative communication. Our contributing writers have addressed issues such as the importance of interaction, the need for "total communication" and the application of the many new technical devices to assist communication. We are pleased too, that many augmentative communicators have used *Communicating Together* as a vehicle for expressing their own ideas in prose or poetry. Over the first five years there were over twenty-five augmentative communicators who have had their material published in our magazine.

In the last five years, graphic systems and picture sets have made their unique contribution within the field of augmentative and alternative communication. Not only have articles been included in the magazine about the individual systems and sets; recently, attention has been focussed on the many cognitive factors we must consider

in selecting and arranging graphic components on a communication board. There have been over thirty-five articles relating to the theoretical aspects of graphics.

We have watched with interest the birth and growth of the International Society for Augmentative and Alternative Communication (ISAAC). There have been several articles written about this organization, and the various meetings and conferences sponsored by it. ISAAC is to be congratulated on the leadership it has provided within the augmentative and alternative communication field.

As well as responding to the need for information regarding the many aspects of communication, *Communicating Together* has served a role in keeping readers informed about the development and applications of Blissymbolics. In each issue, the "Blissymbol Talk" section has given updates on new symbols or suggestions and activities for those responsible for teaching Blissymbols.

We hope this cumulative index will be a useful guide to the wealth of information that *Communicating Together* has presented over five years. As editor, I personally want to thank the many many people who have so willingly written articles for us. Their sharing of ideas and experiences has given us an exciting information resource. The Cumulative Index is our way of expressing our appreciation both to our contributing authors and our readers.

Season's Greetings to all.

Ann Kennedy, Editor
Communicating Together

Note:

Additional copies of the *Cummulative Index* are available at \$6.00. To order contact: Cindy Stall, Subscriptions, *Communicating Together*, 24 Ferrand Drive, Don Mills, Ontario, Canada M3C 3N2

SCHEDULE OF EVENTS

ESCI Special Interest Seminars

In Toronto, Ontario

The Easter Seal Communication Institute (ESCI) holds a series of one-day seminars throughout the year on a variety of topics related to the application of augmentative communication. Seminar topics include:

- Language Arts for the Augmentative Communicator in the Primary Classroom, January 20, 1988.
- Language Arts for the Augmentative Communicator in the Junior Classroom, January 21, 1988.
- Teaching Blissymbol Users, January 22, 1988.
- Language, Learning and Literacy for Secondary Students and Young Adults, February 3, 1988.
- Augmentative Communication for Physically Disabled Adults in Residential Settings, February 4, 1988.
- Practicum to the Blissymbolics Independent Study Program, February 29, 1988.

- Selecting Graphics for Communication Boards, March 1 and 2, 1988.
- Augmentative Communication for the Developmentally Disabled, March 3, 1988.
- The Role of the Occupational Therapist in Augmentative Communication, March 4, 1988.
- *Blissbook*- Supporting the Transition to Reading on the ICON, April 20, 1988.
- Technology for Blissymbol Users, April 21, 1988.
- Minspeak and Blissymbol Users, April 22, 1988.
- Programming for an Augmentative Communicator in the Class, June 1, 1988.
- Developments in Augmentative Communication Research, June 2, 1988.
- Designing and Implementing Research, June 3, 1988.
- Blissymbolics Elementary Workshop, July 6 to 8 and August 22 to 24, 1988.

Contact: Training Coordinator,
Easter Seal Communication Institute
24 Ferrand Drive, Don Mills,
Ontario M3N 3N2
Telephone: (416) 421-8377

Oregon Society for Augmentative Communication

In Eugene, Oregon

- January 22, 23, 1988

Guest Speakers:

David Yoder "Communication Interaction"

Caroline Musselwhite "Adaptive Play"

Contact: Susan Winthrop, Holladay Center, 2600 S.E. 71st Avenue, Portland, Oregon 97206 USA

Telephone: (503) 280-5729

ISAAC 1988 Biennial Conference

In Anaheim, California

- October 23-26, 1988

Contact: Frank DeRuyter, Ph.D., Communication Disorders Dept., Rancho Los Amigos Medical Center, 7601 East Imperial Highway, Downey, California 90242 USA

Call for Papers ISAAC Biennial Conference

**October 23-26, 1988
Disneyland Hotel,
Anaheim, California, USA**

It is time to make plans to attend the 1988 Biennial Conference on Augmentative and Alternative Communication. The 1988 Conference will offer a variety of session formats including poster, traditional platform, videotape, miniseminar, short course, and round table discussion.

Individuals wishing to present papers should follow the directions in the "Call for Papers" published in the June issue of AAC and the August issue of *The ISAAC Bulletin*. Five copies of proposals should be

sent airmail, first class, or overnight courier service to Frank DeRuyter, Ph.D., 1988 Program Conference Chair, Communication Disorders Department, Rancho Los Amigos Medical Centre, 7601 East Imperial Highway, Downey, California 90242, USA. Sufficient time must be allowed so that proposals will be delivered to the above address on, or before, February 1, 1988. Individuals wishing accommodation and preregistration information should also write to Frank DeRuyter.

About the Publisher

The Easter Seal Communication Institute (ESCI), formerly the Blissymbolics Communication Institute, established in 1975, has worked since its inception toward enhancing the lives of nonspeaking people. In its early years the Institute's primary focus was the development and application of Blissymbolics as an augmentative communication system around the world. This role continues through Blissymbolics Communication International, a division of ESCI, but within a broader mandate that reflects the philosophy and perspective of its professional staff.

ESCI supports effective communication by nonspeaking people through:

- (1) advancing augmentative communication techniques and strategies that contribute to cognitive, social and emotional growth;
- (2) drawing attention to the quality of the learning experience and identifying those types of augmentative communication instruction that contribute to cognitive, social and emotional growth;
- (3) educating, informing and influencing those who are in a position to make positive life changes for nonspeaking people.

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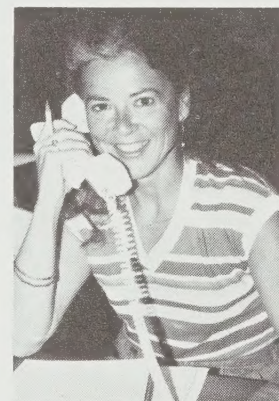
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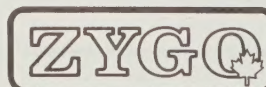
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